

INTELLIGENCE PROCESS COURSE #1-77

13 September - 15 October 1976

Room 912
Chamber of Commerce Building.

Telephone Number: 2351

Intelligence Institute
Office of Training

STAFF



25X1A

E2 IMPDET
CL BY 27156

COURSE OBJECTIVES

Upon completion of the Intelligence Process Course the student will:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the Intelligence Community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

COURSE METHODS

1. Intelligence specialists from within CIA and from other agencies within the Intelligence Community will give presentations to the class. Assigned reading and motion pictures will be used to prepare students for the presentations or to enlarge on the scope of the presentations.

2. Analysts from CIA and other intelligence agencies will conduct discussions and panels with class participation. Working analysts will use case studies to examine the intelligence process in operation. In presenting these case studies, the analysts will consider tasking, research, analytical techniques, coordination, and methods of presentation.

3. Members of the class will perform a number of exercises that reinforce their understanding of classroom lecture/demonstrations on presentation skills and problems.

4. The class will visit several intelligence facilities in the Washington area to observe collection, processing, analytic, and presentation activities. Attention will be given to examining methodologies developed by components of the Intelligence Community to meet particular collection and analytic needs.

INTELLIGENCE PROCESS COURSE #1-77
13 September - 15 October 1976

Monday, 13 September

Room 912, C of C

0845-1000 Course Introduction

- Administrative Affairs
- Presentations and Introductions
- Class Members' Profiles and Interest Inventory
- Security Arrangements
- Overview and Requirements

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1015-1200 Film: Scientific Intelligence in World War II

Many of the tenets and practices that underlie intelligence work today were developed in World War II. This film illustrates how finished intelligence, based on and including a meshing of requirements, all-source collection, analysis, and appropriate methods of presentation, affects policy decisions.

1200-1300 LUNCH

1300-1430 U.S. National Security and Foreign Intelligence

Directed Reading:

- History of the Central Intelligence Agency, Senate Report, pp. 1-107 (to be read as time permits)
- A Guide to the National Intelligence Community's Production Organizations and Their Products
- Perspectives for Intelligence; 1976-1981
- The Director of Central Intelligence, Senate Report
- CIA Production of Finished Intelligence, Senate Report

1430-1600 The Intelligence Cycle

U.S. positive foreign intelligence is presented as a continuous process involving close interaction between the policy-level user of foreign intelligence and collectors and analysts.

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Tuesday, 14 September

Room 912, C of C

0845-1000 Directed Readings:

25X1A
-Scientific and Technical Intelligence Analysis,
-Another View of S&T Analysis,
-The Oxcart Story,

25X1A
25X1A

1000-1045 Classification and Compartmentation Staff

This session will be a brief review of compartmented clearances, what they mean, when they are applied; it will include a definition of terms and an explanation of restrictions and caveats.

1045-1145 Film: A Point in Time

This film traces the development of today's overhead reconnaissance systems.

1145-1215 Film:

This is a special film developed to explain a new imagery collection system.

1215-1330 LUNCH

1330-1500 The World of Science and Technology

A senior official in the Directorate for Science and Technology (DDS&T) discusses the implications of science and technology for intelligence analysis and the overall support of his Directorate to the consumers.

25X1A

Dep. Dir., Office of
Scientific Intelligence/
DDS&T

1515-1615 Requirements

The establishment of collection goals and work priorities for both collectors and analysts is one of the most important and frustrating tasks of resource managers. During this session the formal and informal structures for determining what to collect will be explored. Special emphasis will be given the Committee on Imagery Requirements and Exploitation--(COMIREX).

25X1A

Requirements and Evalua-
tions Staff, Office of
the Comptroller

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25X1A

Wednesday, 15 September

VISITS TO NATIONAL PHOTOGRAPHIC
INTERPRETATION CENTER AND IMAGERY
ANALYSIS SERVICE

0815

Bus Departs for NPIC

0900-1230

Overview of Origin and Productivity
of the NPIC/DDS&T

25X1A

[redacted] overview will be followed by presentations by selected NPIC units on programs of the NPIC; the work of the imagery analyst/interpreter, collateral support; the interface between the Center and production elements of the Intelligence Community and other consumers; and projections into the near future.

[redacted] 25X1A
Chief, Imagery Exploitation Group/NPIC

[redacted] 25X1A

[redacted] 25X1A
(Middle East Disengagement)

[redacted] 25X1A
(Photo Derived Models)

1230-1330

LUNCH

1330-1600

Imagery Analysis Presentations
and Tours

Overview of IAS/DDI responsibilities and productivity; distinctions between the work of NPIC and IAS; programs and products; and analyst to analyst discussions.

[redacted] 25X1A
Dep. Chief, Land Forces Division/IAS

1610

Bus Departs for C of C Building

Thursday, 16 September

Room 912, C of C

0900-1030 Directed Reading:
-The Case For A Holistic Intelligence

[redacted]
The Directorate of Operations
-Intelligence Support to the US SALT
Delegation, *[redacted]*

25X1A

25X1A

1030-1200 Clandestine Sources of Information

[redacted]
Operations Staff/DDO

25X1A

*An overview of the Directorate
of Operations with special focus on
clandestine collection activities.*

1200-1300 LUNCH

1300-1430 Collecting and Reporting from
Liaison Sources

[redacted]
Former Agency Official

25X1A

*Intelligence information from non-
U.S. intelligence services constitutes
a significant input to the U.S. system.
The nature and scope of this information
is described by an experienced officer.*

1445-1615 A DDO Collection Model

[redacted]
Office of Research and
Development

25X1A

25X1A

*The need to provide sharper,
more definitive guidance to human
source collectors has led to the
development of several models
designed to provide precise
instructions. The complexity
of present-day intelligence problems
demands better direction for scarce
human resources.*

[redacted]
(Project Contractor)

STATSPEC Friday, 17 September

0830 Bus Departs for Key Building

STATSPEC

0900-1200 VISIT TO 

STATSPEC



STATSPEC

STATSPEC

1200-1330

LUNCH

1330

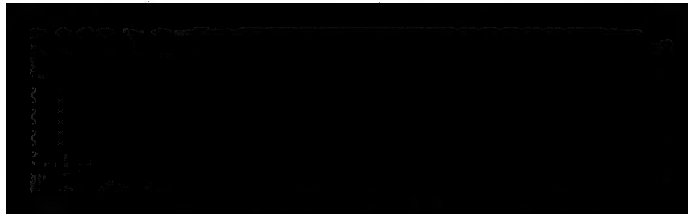
Bus Departs for Arlington Hall Station

1400-1500

VISIT TO ARMY SECURITY AGENCY

Arlington Hall Station
Headquarters Building

STATSPEC



1510

Bus Departs AHS for C of C Building

1530-1630

Film: Who Owns the Seas?

Room 912, C of C

This film portrays the many complex, interrelated factors that must be taken into account in dealing with problems that go beyond the bounds of traditional disciplines. Many of the offices visited during the remainder of the course are experiencing problems reflected in the film in trying to handle emergent areas of intelligence interest.

Monday, 20 September

Headquarters

0900-1200

The Analyst at Work in Scientific
Intelligence (OSI)

Room 6F25

25X1A

A senior intelligence officer describes the nature and scope of scientific intelligence production and its significance to national security decision-making. Sources, tasking, and analytic methodologies are discussed in case study presentations.

1200-1330

LUNCH

1330-1630

The Analyst at Work in Weapons
Intelligence (OWI)

A discussion of the all-source approach to analysis of foreign missile and space activity; case studies of weapons systems.

Tuesday, 21 September

Room 912, C of C

0900-1030 Directed Reading:

- 25X1A -Intelligence for the Policy Chiefs,
[REDACTED]
-CIA Intelligence Support for Foreign
and National Security Policy Making
-The Art of China Watching, [REDACTED]
25X1A -An Assessment of OCI's Superstructure,
[REDACTED]
25X1A -The National Intelligence Daily,
[REDACTED]

25X1A

1030-1200 ELINT

25X1A

[REDACTED]
Operations Officer
Office of ELINT

25X1A [REDACTED] will explain what
ELINT is and how it operates to
collect scientific and technical
intelligence information through
the intercept of foreign electro-
magnetic signals. The Agency OEL
program objectives, collection
operations and contributions to
intelligence will also be discussed.

1200-1330 LUNCH

1330-1630 Guidelines for Effective Oral
Communication

[REDACTED] 25X1A
Intelligence Training
Branch/Office of
Training

*This experienced officer presents
guidelines for effective intelligence
briefing, including the use of
graphics aids. He presents some
practical demonstrations.*

Wednesday, 22 September

NSA Operations Building

VISIT TO THE NATIONAL SECURITY AGENCY

*This program at Fort Meade
orients the class to the broad
responsibilities of NSA.*

0745 Bus Departs Headquarters (Main Entrance)
for NSA

25X1A

0845 In-Processing and Program
Introductions

0900-1600 Briefings and Tours

*Briefings given at NSA are
designed to include NSA/Central
Security Service mission and
functions, collection and com-
munications security problems,
and principles of cryptography.
A tour of DEFSMAC (Defense Space
and Missile Analysis Center)
will be made unless operational
activity on the day of the visit
precludes such a visit.*

1610 Bus Departs NSA for Headquarters

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Thursday, 23 September

Headquarters

VISIT TO CENTRAL REFERENCE SERVICE

Room 1E78

0900-0930

CRS Overview

0930-1015

Project SAFE

25X1A

1030-1045

Biographic Program

1045-1100

AEGIS

1100-1145

ISG Division Briefings

(Class will be divided into groups according to area of interest.)

1145-1245

LUNCH

1245-1300

Pictorial Services

1300-1400

Library and Terminal Access Point

(Class will split into two groups and spend a half hour at each place.)

1415-1615

The Analyst at Work in Political Research (OPR)

Overview of the Office of Political Research and a discussion of political research and reporting. Several key OPR analysts will discuss their research projects and the analytical methods they employ.

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Friday, 24 September

Headquarters

0900-1200

The Analyst at Work in
Strategic Research (OSR)

Room 3G02

25X1A

An overview of the intelligence production activity of the Office of Strategic Research is followed by discussions of specific analytical programs in support of current intelligence needs for OCI, the National Intelligence Officers, and others; case studies of selected research and reporting are discussed as to content and methodologies employed.

1200-1330

LUNCH

1330-1600

The Analyst at Work in
Current Intelligence (OCI)

OCI's role as both producer and publisher of national intelligence will be discussed. OCI analysts will discuss their work in producing daily intelligence for the highest levels of government, their contributions to producing National Intelligence Estimates, and their participation in task forces during times of crisis.

1600-1630

Course Review

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Monday 27 September

Room 912, C of C

0845-0915 Videotape: How to Make a More Persuasive Presentation.

0915 Bus Departs for Key Building

25X1A

0930-1200 VISIT TO DOMESTIC COLLECTION DIVISION

Room 804, Key Building

25X1A



1200-1330 LUNCH

25X1A

1330-1630 VISIT TO THE OFFICE OF GEOGRAPHIC AND CARTOGRAPHIC RESEARCH

Room 1207, Ames Building

Geography in Intelligence Analysis

The Director of OGCR/DDI discusses geography as an element of national power, geographic research in CIA, and the role of cartography in the analysis and presentation of intelligence.

Other presentations will give particular attention to OGCR's Atlas program, Intelligence Mapping program, Law of the Sea support, and Environmental Analysis Staff.


1630 Bus Departs Ames Building for C of C Building

Analysis

Tuesday, 28 September


Room 912, C of C

0900-0945 Principles of Good Agency Writing

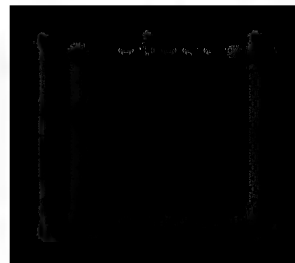

Intelligence Training
Branch/Office of
Training

25X1A

25X1A

 discusses the importance of clear, concise prose in intelligence reporting and production and outlines the writing requirements of the various Directorates.

1000-1200 Panel of DDI Editors



25X1A

Working-level editors will discuss their role in intelligence production and the special problems that arise in processing intelligence for final dissemination to the consumer.

1200-1300 LUNCH

1300-1630 Short Writing Exercise



25X1A

In this first writing exercise, the class will work from a packet of intelligence information reports to produce a short item of finished intelligence using the principles outlined in the morning session.

Wednesday, 29 September

Room 912, C of C

0900-1600 Writing Exercise

25X1A

For the next two days, the class will work on a longer intelligence report that would be submitted for office staff notes. The class will be split into three groups, each to prepare an assessment from the point of view of a different production office of the prospects for stability in a given country. Production Officers from the three offices will critique these reports from the point of style and approach to the problem during the third week of IPC.

Thursday, 30 September

Room 912, C of C

0900-1600 Writing Exercise

Continuation and conclusion of two-day writing exercise.

Friday, 1 October

Headquarters

0900-1030

Use of Graphics in Intelligence
Production

Room 1E78

Chief, Visual
Information and Design
Branch, Office of
Geographic and Carto-
graphic Research/DDI

25X1A

25X1A

*discusses the growing
importance and use of graphics in
intelligence production and offers
a quick look at some future
developments.*

1045-1230

Visit to OGCR's Cartography Division

Room GH08

*The class will tour the
Division where maps, charts and
briefing materials are produced
for all of the DDI and DDS&T.
They will also see the Agency's
unique computer-driven map-making
machine.*

Chief, Cartography Div/
OGCR

25X1A

1230-1330

LUNCH

1330-1630

The Analyst at Work in Economic
Research (OER)

Room 4F31

Chief, Industrial Nations
Div/OER

25X1A

*The overall responsibilities
and productivity of the Office of
Economic Research; several
economic case studies illustrate
the type of finished intelligence
production in OER and the research
strategies employed.*

(Soviet 25X1A
Grain Problem, A Meteorolo-
gists View

"Cratology" and Soviet
Arms Deliveries

25X1A

Impact on Western Economies
Of a New Oil Price Rise

25X1A

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Monday, 4 October

Room 912, C of C

0830-1000 Briefing Preparation

This time is provided for the students to prepare for the first briefing exercise which follows.

1000-1200 Briefing Exercise

The students will present 6- to 7-minute briefings which will be videotaped for later playback and critique.

1200-1300 LUNCH

1300-1600 Briefing Exercise (Conclusion)

25X1A

25X1A

Tuesday, 5 October

VISIT TO DEFENSE INTELLIGENCE SCHOOL

0815 Bus Departs for DIS

0900-0910 Welcome by the Commandant, DIS

25X1A

Captain, USN

0910-1015 Missions and Functions of the Defense Intelligence Agency

1020-1130 Defense Attache Briefing

1130-1230 LUNCH

1230-1300 Missions and Functions of Army Intelligence 25X1A

1300-1330 Missions and Functions of Navy Intelligence

1340-1410 Missions and Functions of Air Force Intelligence

1410-1440 Missions and Functions of Marine Corps G-2

1450-1600 DIA Support to MBFR

1610 Bus Departs for C of C Building

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Wednesday, 6 October

Room 912, C of C

0900-1200 Video Playback of Student Briefings [REDACTED] 25X1A

The briefings presented by each student on Monday will be played back and individually critiqued.

1200-1300 LUNCH

1300-1600 Video Playback (Continued)

Thursday, 7 October

Room 912, C of C

0845-1000 Directed Readings:

25X1A

-The CIA Operations Center, [REDACTED]

25X1A

and [REDACTED]

-The Department of State, Senate Report

-A Report on Intelligence Alert Memoranda

-Guidelines for National Intelligence Production

-Procedures for the Production of a National Intelligence Situation Report

1000-1030 Film: Printing for Intelligence

This film portrays the Printing Services Division's support activities in behalf of all of the Agency's directorates.

25X1A

1030-1200 Behavioral Analysis of World Leaders [REDACTED]

Office of Scientific Intelligence/DDS&T

25X1A

[REDACTED] discusses the methodology used in producing psychiatric studies of foreign personalities and the utility and limitations of these studies to other analysts in the field.

1200-1300 LUNCH

1300 Bus Depart for Pentagon

1330-1530 Tour of the National Military Intelligence Center [REDACTED]

Program Coordinator

25X1A

The NMIC is CIA's 24-hour current intelligence support operation. It provides major intelligence support to the National Military Command Center.

1545 Bus Departs Pentagon for C of C Building

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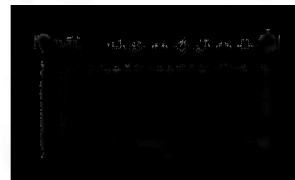
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Friday, 8 October

Room 912, C of C

0900-1000 Review of Writing Exercise

Production Officers from three different PDI production officers will critique the joint papers prepared by the students during the second writing exercise. Their emphasis will be on style and presentation--the treatment of the material rather than the substantive content.



25X1A

1015-1215 Information Handling and
Intelligence Presentation Tomorrow

Center for the Development
Analytical Methodology,
Office of Research and Development,
DDSGT

25X1A

Methods and Technologies
Staff, OCI

A view of some experiments conducted to rationalize intelligence production in an age of burgeoning information and telescoping deadlines.

1215-1330 LUNCH

1330-1630 Requirements Exercise

ITB Staff

Based on a prescribed scenario, the students will develop a set of national intelligence requirements, applying what they have learned in the IPC to determine which intelligence collectors should be tasked with the selected requirements.

Monday, 11 October

~~CONFIDENTIAL~~ HOLIDAY

Tuesday, 12 October

Headquarters

0900-1030	The National Intelligence Officer (NIO)	Room 7E62 [REDACTED] NIO for Southeast Asia, South Asia, and Africa	25X1A
	<i>Two NIO's will discuss their responsibilities and activities as senior substantive intelligence officers.</i>	[REDACTED] NIO for Economics	25X1A
1045-1145	Congress as Intelligence Consumer	Room 2E62 [REDACTED] Congressional Briefing Officer, DDI	25X1A 25X1A
	[REDACTED] discusses Congressional use of finished intelligence and the evolving Congressional view of the importance of sound intelligence.		
1200-1330	LUNCH		
1330-1430	Intelligence for the President	Room 7E32 [REDACTED] Chief, White House Support Staff, OCI/DDI	25X1A 25X1A
	[REDACTED] discusses the preparation and presentation of intelligence to the President on a daily basis.		
1445-1545	Visit to CIA Operations Center	Room 7F27 [REDACTED] Deputy Chief, Operations Center	25X1A
	<i>The Agency's 24-hour control center, the Operations Center alerts Agency officials to critical events and is CIA's after hours contact point to the Intelligence Community and the White House.</i>		

Wednesday, 13 October

Room 912, C of C

0900-1030 Intelligence Production as seen
from Congress

Frank Slatinshek
Chief Counsel, House
Armed Services Committee

*A Congressional Staffer will
discuss how a Congressman views
and uses positive foreign
intelligence.*

1045-1200 Strategic Warning Staff

Director, Strategic
Warning Staff

25X1A

*This interagency staff is
responsible for monitoring pos-
sible major threats to the nation-
al security of the US. The staff
concentrates its attention on
military events.*

1200-1315 LUNCH

1315-1445 Intelligence: The Consumer and
Policy Implications

Deputy for Operations
Training, OTR

25X1A

*The speaker, a senior DDO
officer, will use his experience
in Washington and abroad to discuss
the use of intelligence by policy
and decision makers. He will
discuss some of the ways finished
intelligence gets to decision
makers and some of the realities
of the relationship between
intelligence and policy.*

1500-1630 Intelligence Analysis in
"Crisis" Management

Intelligence
Community Staff

25X1A

*discusses
intelligence analysis in crisis
management and describes current
and future systems for alerting
and warning.*

25X1A

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Thursday, 14 October

Room 912, C of C

0900-1015 Career Training Program

CTP Office

This time is set aside for CTP administrative purposes prior to the CTs going on their interim assignments. Non-CTs will see a film, The Kremlin.

1030-1200 State as an Intelligence Consumer

Central Reference Service/
DDI

25X1A

25X1A

[redacted] served as an INR analyst in the State Department for several months and will discuss State's production of intelligence, its use of CIA produced intelligence, and its relationship with other agencies in the Intelligence Community.

1200-1330

LUNCH

Mary Joan Seasword
Bureau of Intelligence and
Research, Department of
State

1330

Bus Departs C of C for the White House

1400-1530

The White House Situation Room

Dennis Chapman
Deputy Chief, WHSR

A senior member of the staff will discuss the operation of the Situation Room and how it handles intelligence support for the President.

1545

Bus Departs for C of C Building

CONFIDENTIAL

Friday, 15 October


Room 912, C of C

0900-1045 Course Summary, Evaluations and
Closing Administrative Matters

Staff

1100-1200 The Directorate of Intelligence

 25X1A
Deputy Director for
Intelligence

 will provide some
perspective on the issues and prob-
lems which currently confront the
Directorate of Intelligence.

25X1A

1215-1330 DUTCH TREAT LUNCH

25X1A

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Intelligence Process Course -- Evaluation Form

Name _____ (Optional)

You will recall there are four principal objectives of the IPC. Now that you have completed the course, you should:

- Have a basic knowledge of the intelligence process and the interaction that occurs among its several components: intelligence objectives; requirements; sources of collection; processing, storage, and retrieval of information; analysis; production; and presentation.
- Understand the contribution of intelligence to decision-making at the executive level and to supporting the executive level in carrying out national policies.
- Be familiar with the scope of intelligence research and the broad range of analytic methods developed within and used by the Agency and other members of the intelligence community to produce finished national intelligence.
- Be conversant with the variety of intelligence publications and production methods that are used to meet the requirements of foreign intelligence consumers.

The IPC undergoes continuous review and modification to achieve maximum utility, and any comments you make -- especially constructive suggestions for improvement -- will be valuable to us in designing the next course. (Use additional paper, if necessary, and do not feel confined to these specific questions; if you wish to discuss any relevant topic, feel free.)

1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory

1	2	3	4	5	6	7

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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

3. Identify the least effective presentations, visits or exercises and explain why.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

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ADMINISTRATIVE - INTERNAL USE ONLY

END-OF-COURSE DATA

DATE OF REPORT _____

COURSE: Intelligence Process Course #1-77

(TITLE & NUMBER)

RUNNINGS PER YEAR: 4**STUDENT ENROLLMENT**

ENROLLMENT CAPACITY	BEGINNING ENROLLMENT	UTILIZATION* (PER CENT)	NO. COMPLETING COURSE
20	16	80%	16

CLASS COMPOSITION

ORGANIZATION	DD/A	DD/I	DD/O	DD/ S & T	DCI	OTHER					TOTAL
NO. OF STUDENTS	7	5	2	2							16

	GRADE	YRS IN AGC'Y	TIME IN JOB	AGE
RANGE	GS 7-11	6 months - 14 years	---	23-36 years
AVERAGE	GS9.1	2.3 yrs	----	28.5

*BEGINNING ENROLLMENT

= UTILIZATION

ENROLLMENT CAPACITY

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EXPENSES THIS PERIOD

INSTRUCTIONS

1. Enter on line 1 the amount of cash on hand at the beginning of the period, brought forward from the previous accounting period.
2. Enter on line 2 the amount of outstanding advances made to third parties, brought forward from the previous accounting period.
3. Enter in this section the amount of each receipt during the accounting period showing pertinent data, i.e., method or source of acquisition and applicable rate of exchange, if indigenous currency. If more space is required to explain receipts, prepare receipt form, number and attach hereto. In every case, completely identify the source of receipts.
4. Enter on this line the amount to be accounted for which shall be the sum of amounts shown in 1, 2, and 3.
5. Enter on this line the total expenses of the period obtained from the detail of expenses itemized above. Amounts listed above in excess of \$15.00 shall be supported by a receipt obtained from the payee or in lieu thereof a certificate explaining the lack of receipt.
6. Enter on this line the amount of any refunds of advances by the advancee indicating the number of the receipt obtained from the official cashier.
7. Advances made to third parties which remain outstanding at the end of the accounting period shall be consolidated and the total entered as a single amount on this line supported by a listing on a separate sheet. Final credit will not be given for disbursements which are advances to be accounted for. When accountings for advances are obtained, list as expenses or refunds of cash, as appropriate.
8. Enter on this line the amount of cash on hand, or if the amount of the disbursements exceeds the amount advanced the balance due the advancee shall be shown in parentheses, i.e. (), and treated as a minus amount in arriving at the "Total Accounted For," line 9.
9. Reflect on this line the "Total Accounted For" which must agree with the amount shown on line 4, "Total To Account For."

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SECRET

STATINTL

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Intelligence Process Course -- Evaluation Form

Name _____

(Optional)

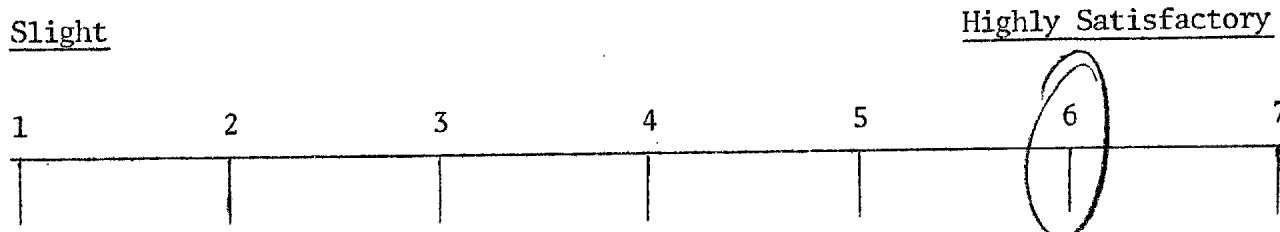
STATINTL

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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:



ILLEGIB

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Intelligence Process Course -- Evaluation Form

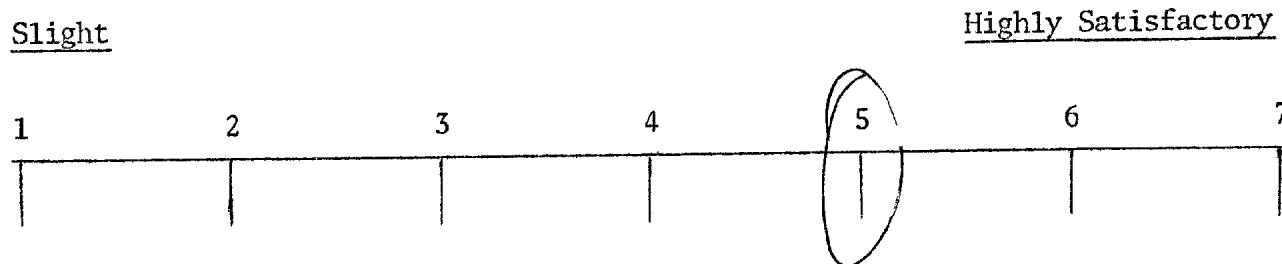
Name [REDACTED] (Optional) STATINTL

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Name

(Optional)

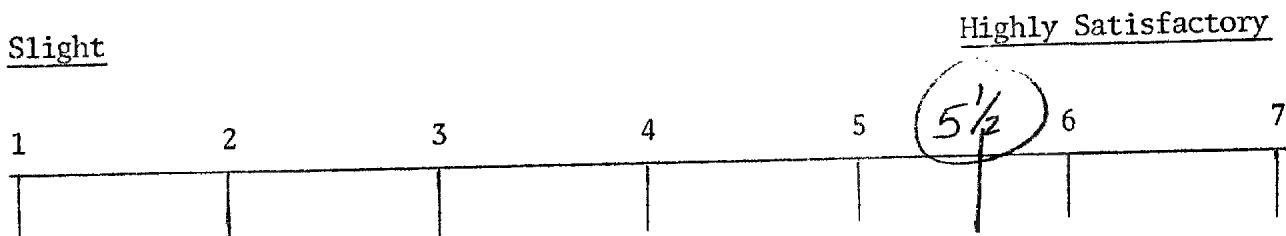
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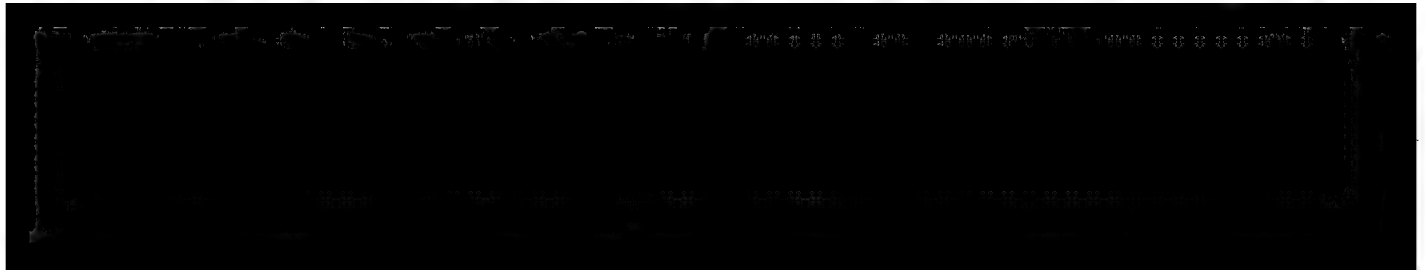
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STATINTL

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.



3. Identify the least effective presentations, visits or exercises and explain why.

The long writing exercise, I feel, could have been handled on a more organized basis, or otherwise completely eliminated, as it now stands being thrown into a group, to work on unfamiliar subject matter, is not my method of approaching a writing assignment. Perhaps next time people could organize themselves into groups to work on subjects which they feel competent in.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I very much regret being denied the opportunity to visit non-sensory facilities e.g. DIA, NSA, Army Security White House. I feel the knowledge about the intelligence community and its interaction as a result. What is particularly regrettable is the ease with which such visits could have been arranged for DDC-banned personnel, e.g. simple manipulation of false names and social security numbers.

Overall however a most enlightening, informative course which I would recommend to anyone as giving a good perspective on the workings and intentions of the intelligence community.

Intelligence Process Course -- Evaluation Form

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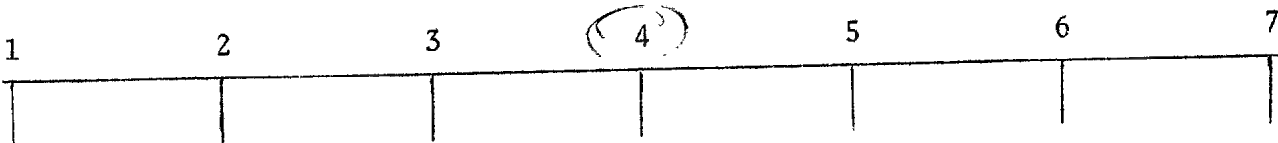
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1. Please indicate on the scale below the degree to which the IPC as a whole met its stated objectives:

Slight

Highly Satisfactory



it would be a good course if a student had never been exposed to most of these aspects before,

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

In general, the films were well done and to the point. Most of the lectures were good but some were dull to the point of being insulting.

3. Identify the least effective presentations, visits or exercises and explain why.

The readings were a waste since anyone interested in this Agency would have already read most or not all of them in one form or another. The writing exercise — as a group — is a waste of time and effort.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

Realizing that I had an extremely broad experience in my last interim assignment having dealt with both the DDO + DDI role of the House made much of this course repetitions. I might have appreciated much more had the course come before a HQ assignment.

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Name _____

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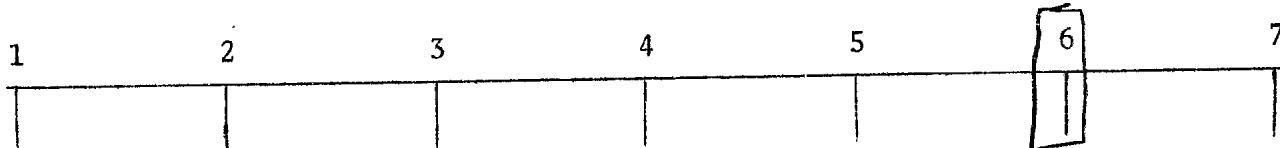
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Name

(Optional)

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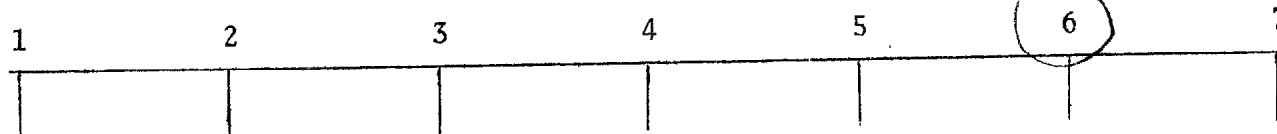
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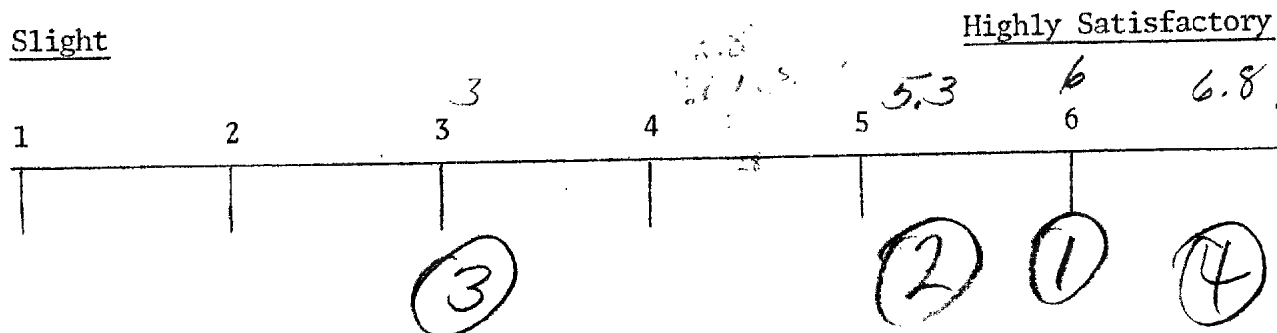
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5.3

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Nearly everything was worthwhile, and my feelings about individual presentations are more a function of the presenters' talents than their subject matter, so there's nothing you can do about it.

3. Identify the least effective presentations, visits or exercises and explain why.

The 4th, 5th, and 6th applications of the SAFE system were a little much. ORD was very ORDinary, and the NSA people seemed determined to cure any lingering insomnia.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

The course designers

The writing exercise, as presently configured, is less than worthless. Individual projects would be much more useful than these inane unreal "teams."

Intelligence Process Course -- Evaluation Form

Name _____

(Optional)

STATINTL

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<u>Slight</u>						<u>Highly Satisfactory</u>
1	2	3	4	5	6	7

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

Enjoyed The Following:

- 1.) Film: Scientific Intelligence in WWII -
- 2.) [REDACTED] honest, straightforward, from the horses mouth.
- 3.) [REDACTED] - informed, interesting, not overbearing or condescending
- 4.) [REDACTED] patient + understanding.
- 5.) All involved in NID discussions.
- 6.) [REDACTED] WHSR is
- STATINTL
- STATINTL

3. Identify and explain why.

- 1.) NSA Briefing not well organized and much too static.
- 2.) ASA briefing interesting to me as a former ASA'ee, but was strange in that the entire organization is about to be dismantled. Why not concentrate on that rather than cover a "dead" organization? or just eliminate this from the briefing

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I felt the overall balance was good. The writing exercise should be better organized and more precise in its definition of what is required. You had one true outsider (the lady from State), and that seemed more by chance than anything else. You must include INR or a representative from State and bring out the relationships that exist community for example, why not Commerce or

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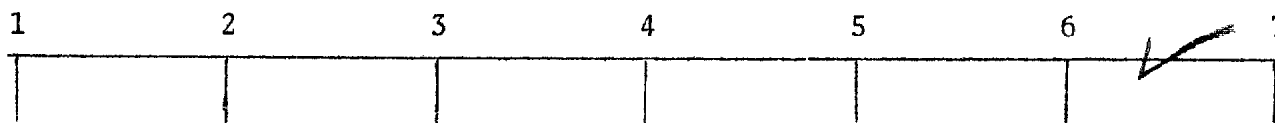
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL

I found [redacted] presentation to be most valuable in that it answered a lot of questions that previous speakers raised earlier in the course, substantiating as well as moral. I also thought the N.P.C., O.P.R. and [redacted] were very good - good presentations and very informative.

STATINTL

STATINTL

3. Identify the least effective presentations, visits or exercises and explain why.

Although I found the briefing exercise very valuable I think it would be more effective if executed on consecutive days. The same applies to the writing exercise. I also suggest on individual as opposed to group writing exercise. Replace [redacted] - DIS! STATINTL

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I thought the course was very well balanced - I feel that my knowledge of the intelligent community, its components and their interaction, was greatly enhanced (admittedly, there was much room for enhancement). I think NSA could be compressed into 1/2 day and perhaps DIS could be eliminated. I was glad to be exposed to the military however (DIA/ASA). I thought it well chosen in relation to the objectives of course.

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					6	

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NPIC & IAS - effective in showing interplay between analysts and how satellite photography is used.

STATINTL [REDACTED] - most effective briefer in relating experience

ASA - valuable in showing military relationship.

{ Agency Writing Exercise - valuable but not effective in that not enough emphasis placed on
{ Student Briefings - them.

3. Identify the least effective presentations, visits or exercises and explain why.

Collection Model - Totally dull & uninteresting.

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

More time should be devoted to the Writing & Briefing Exercises. Their importance is vital and each student will undoubtedly engage in both while with the Agency.

Other material topics were focused clearly and well-balanced.

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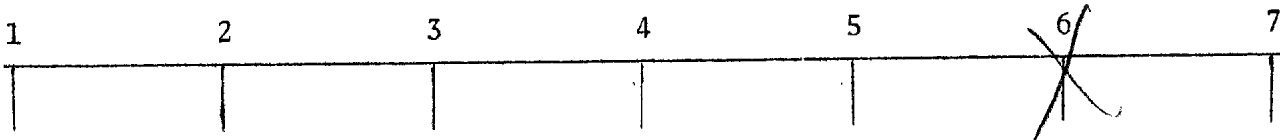
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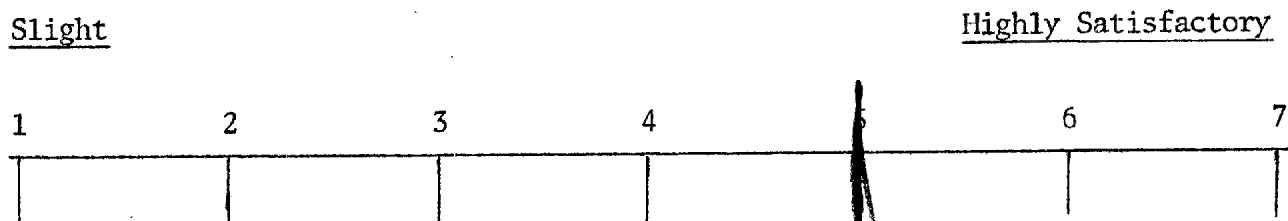
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

In general, the visits to the HQS components were informative and well presented. Perhaps a visit to a DDO area would help put things into better perspective.

The visit to the WHSR was interesting, but it would be more so if the group could see some other parts of the White House at the same time.

STATINTL

Also, [REDACTED] sessions were invaluable.
3. Identify the least effective presentations, visits or exercises and explain why.

NSA: This was a long way to travel just to sit in a conference room; more movement around NSA would help.

DIS: This may be necessary, but it certainly is not memorable. Could the speakers perhaps come to CAC?

OSCR (AMES BDC): Again, very unstimulating - perhaps moving this presentation to the A.M. would help.

In general, putting people in a closed-up conference room after lunch is hardly

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

I've been exposed to much of this before and some seems repetitious. For a relative newcomer to CIA it is probably invaluable, though.

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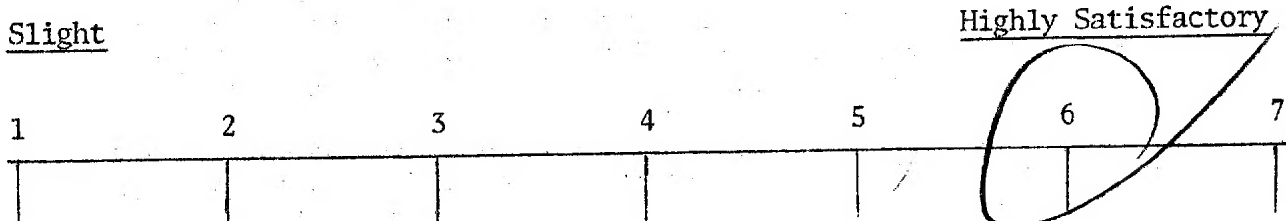
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2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

MOST EFFECTIVE

WHSR



STATINTL

LEAST EFFECTIVE

ARLINGTON HALL

NSA

CHINA MODEL

~~3. Identify the least effective presentations, visits or exercises and explain why.~~

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

- Good course balance - each week was different thereby creating a sense of newness

- Speakers were amenable to audience initiated discussions

Intelligence Process Course -- Evaluation Form

Name

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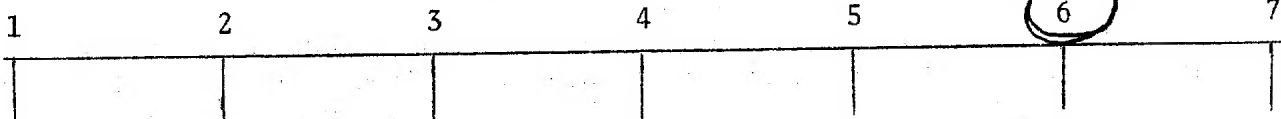
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SlightHighly Satisfactory

2. Identify the most effective or valuable presentations, visits or exercises in the course and explain why.

STATINTL

THE CONSUMER AND POLICY IMPLICATIONS
[REDACTED] Deputy for Operations
TRAINING, OTR

HE TOLD US WHAT THE INTELLIGENCE
PROCESS WAS ABOUT IN IAR, AND HOW
IT RUNS

3. Identify the least effective presentations, visits or exercises and explain why.

THE FILM SOME WERE NOT RELEVANT.
THE VISIT TO DIS

4. Please comment on course focus and balance. That is, was proper time devoted to each topic? Were some overdone at the expense of others? Are there any general topics you believe to be pertinent to this class which were not included at all?

THE COURSE WAS VERY
WELL PUT TOGETHER
IT WAS VERY PERTINENT
TO MYSELF. I'VE LEARNED
A LOT